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ABSTRACT

The Southwest Evaluation and Research Division conducted a survey of 165 purchasers of bilingual instructional materials produced by SEDL to determine which information channels predominate in the curriculum adoption-decision process. The findings of this survey may be useful in the selection of the most efficient ways to communicate information to educators about new instructional products and practices. A survey form was distributed which asked the purchasers to indicate the following: (1) how they first became aware of the SEDL bilingual instructional materials; (2) other sources by which they obtained information; (3) what single information source was most influential; (4) the degree of their personal involvement in this decision; (5) others within their school district or agency who participated in the decision making; (6) availability for further survey information-gathering assistance; (7) current use of the purchased SEDL materials in the classroom; (8) general comments regarding the purchase of the materials. Results and discussion with respect to each of the eight issues are reviewed in turn. The major conclusions were: (1) adopters most often obtain initial information about new instructional products from personal information sources; (2) few purchasers based their adoption-decision on the single initial product information source; (3) the most influential factors were observation of the products in use and personal communication with SEDL personnel; and (4) decisions are most often group decisions. (Author/CFM)

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Bilingual Instructional Materials Dissemination Project Report I: A Follow-Up Survey of SEDL Product Adopters

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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August 1976

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INTRODUCTION

Potential adopters of curriculum products may obtain information regarding the availability and usefulness of new materials from a number of sources. Under a grant from the National Institute for Education, the SEDL Evaluation and Research Division conducted a survey of purchasers of bilingual instructional materials produced by SEDL to determine which information channels predominate in the curriculum adoption-decision process. The findings of this survey may be useful in selection of the most efficient ways to communicate information to educators about new instructional products and practices.

In May of 1976, a list was compiled of all institutions in South Texas (Zip Codes 787--), California, and Illinois that had purchased SEDL bilingual instructional materials. These geographic areas had been identified as having the largest populations of young native Spanish speakers in the country. A survey form was developed and distributed which asked a sample of 165 identified purchasers to indicate the following:

1. How they first became aware of the bilingual instructional materials developed by SEDL.

2. Other sources by which they obtained information regarding SEDL bilingual materials prior to the purchase of the materials by their school or agency.

3. What single information source was most influential in the decision to purchase SEDL bilingual materials.

4. The degree of their personal involvement in the decision to purchase SEDL bilingual materials.

5. Others within their school district or agency who participated in the decision to purchase SEDL bilingual instructional materials.

6. Availability for further survey information gathering assistance.

7. Current use of the purchased SEDL materials in the classroom.

8. General comments regarding the purchase of the SEDL materials.

A copy of both the survey form and its accompanying cover letter are attached.

Fifty-nine replies (36%) were received. Of these, two respondents stated that they had not subsequently purchased SEDL materials and were eliminated from the sample. The 57 replies remaining are categorized by type of institution (school district, elementary school, or community agency) and geographic location (Texas, California, or Illinois) in the following chart:

	Texas (90)	California (43)	Illinois (32)	Total (165)
School District	28	12	6	46
Elementary School	3	3	2	8
Community Agency	2*	0	1*	3
TOTALS	33	15	9	57+

(Numbers in parenthesis indicate number of surveys sent.)

*Wesley Community Center, San Antonio, TX.
Texas Migrant Council, Laredo, TX.
R. S. Bilingual Center, Chicago, ILL.

+does not include 2 replies who had not purchased materials

Results and discussion with respect to each of the eight issues identified above will be reviewed in turn. Given the small sample size for many of the categories, data are reported by geographic location and total sample only. Summarization follows.

SURVEY FINDINGS

1. How purchasers first became aware of the bilingual instructional materials developed by SEDL.

Thirteen possible Information Sources were listed for the purchasers and they were asked to indicate which one(s) corresponded to how they first became aware of the bilingual instructional materials developed by SEDL. The table below indicates the Information Sources listed and summarizes the replies received.

INFORMATION SOURCE	TEXAS	CALIFORNIA	ILLINOIS	TOTAL
A - professional journal, newsletter, or other periodical	3		1	4
B - educational product catalogue or clearinghouse				
C - receipt of mailed brochure	2			2
D - product exhibit at convention or conference	5		1	6
E - product demonstration at workshop	3	4		7
F - visit to school in which materials are used	3	1	1	5
G - state or federal education agency personnel	2	1	2	5
H - college or university class	2	1		3
I - SEDL staff member	3	3		6
J - consultant to your school or agency	3	3		6
K - person affiliated with another school or agency	2**		2	4
L - person within your school or agency	5	5	2	12
M - other source of information (Please specify)_____ _____	3*			3

*1-Advisors to Textbook Committee of Texas
*1-As an evaluator of SEDL materials
*1-Had BOLaR in migrant program when respondent joined bilingual project staff
**1-Education Service Center Migrant personnel

For Texas, D-product exhibit at convention or conference (N=5) and L-persons within your school or agency (N=5) were most often the initial information source about SEDL materials. California respondents also most often became acquainted with the materials through L-person within your school or agency (N=5); E-product demonstration at workshop (N=4) was ranked second. L-person within your school or agency (N=2), K-person affiliated with another school or agency (N=2), and G-state or federal education agency personnel (N=2) were most often the initial information source in Illinois.

For the sample as a whole, L-person within your school or agency (N=12) was clearly most often the initial information source about SEDL materials. No purchaser indicated B-educational product catalogue or clearinghouse (N=0) as an initial information source. Respondents from Texas indicated the widest range of information sources contacted (Texas-14, California-7, Illinois-6); however, this may be credited to the greater number of Texas respondents. Final rank order of initial information sources for the total sample follows:

Information Source	N
L - person within your school or agency	12
E - product demonstration at workshop	7
D - product exhibit at convention or conference	6
I - SEDL staff member	6
J - consultant to your school or agency	6
F - visit to school in which materials are used	5
G - state or federal education agency personnel	5
A - professional journal, newsletter, or other periodical	4
K - person affiliated with another school or agency	4
H - college or university class	3
M - other source of information	3
C - receipt of mailed brochure	2
B - educational product catalogue or clearinghouse	0

2. Other information sources by which purchasers obtained information regarding SEDL bilingual materials prior to the purchase of the materials by their school or agency.

Using the same list of 13 possible Information Sources, purchasers were asked to indicate which one(s) corresponded to those other information sources contacted prior to the purchase of the materials. The following table summarizes those results.

INFORMATION SOURCE	TEXAS	CALIFORNIA	ILLINOIS	TOTAL
A - professional journal, newsletter, or other periodical	2			2
B - educational product catalogue or clearinghouse	4	2	1	7
C - receipt of mailed brochure	8	1	1	10
D - product exhibit at convention or conference	12	2	I	15
E - product demonstration at workshop	7	3	2	12
F - visit to school in which materials are used	6	3	2	11
G - state or federal education agency personnel	4	1	1	6
H - college or university class	1			1
I - SEDL staff member	9	5	2	16
J - consultant to your school or agency	10	1	1	12
K - person affiliated with another school or agency	2	3		5
L - person within your school or agency	4	3	1	8
M - other source of information (Please specify)_____ _____	1*			1
None	1			1
No Answer		1		1

*Visit to SEDL in Austin

Texans listed D-product exhibit at convention or conference (N=12) and J-consultant to your school or agency (N=10) as the two most often contacted other information sources. Californians listed I-SEDL staff member (N=5) as their most frequently contacted additional information source. E-product demonstration at workshop (N=2), F-visit to school in which materials are used (N=2), and I-SEDL staff member (N=2) were most often additional information sources for Illinois purchasers.

For the sample as a whole, a total of 103 other contacts were indicated. I-SEDL staff member (N=16) and D-product exhibit at convention or conference (N=15) were clearly the most relied upon other sources of information about the materials. A-professional journal, newsletter, or other periodical (N=2) and H-college or university class (N=1) were the least often used additional information sources. Texas respondents utilized proportionately more other information resources in making their decision to purchase materials than did those from California or Illinois (Texas averaged 2.1 other information sources contacted, California averaged 1.6, Illinois averaged 1.3); but, again, this may be attributed to the larger Texas sample size. Final ranking for the total sample with respect to other information sources contacted are as follows:

Information Sources	N
I - SEDL staff member	16
D - product exhibit at convention or conference	15
E - product demonstration at workshop	12
J - consultant to your school or agency	12
F - visit to school in which materials are used	11
C - receipt of mailed brochure	10
L - person within your school or agency	8
B - educational product or catalogue or clearinghouse	7
G - state or federal education agency personnel	6
K - person affiliated with another school or agency	5
A - professional journal, newsletter, or other periodical	2
H - college or university class	1
M - other source of information	1

3. What single information source purchasers felt was most influential in the decision to buy SEDL bilingual materials.

Again choosing from the 13 Information Sources listed on the survey, purchasers were asked to select the single information source that was the most influential in the decision to buy the SEDL bilingual materials. The table below summarizes these results.

INFORMATION SOURCE	TEXAS*	CALIFORNIA	ILLINOIS*	TOTAL
A - professional journal, newsletter, or other periodical	1			1
B - educational product catalogue or clearinghouse				
C - receipt of mailed brochure	1			1
D - product exhibit at convention or conference	3		1	4
E - product demonstration at workshop	4	1	2	7
F - visit to school in which materials are used	4	1	3	8
G - state or federal education agency personnel	3	1	1	5
H - college or university class	1			1
I - SEDL staff member	3	4	1	8
J - consultant to your school or agency	3	1		4
K - person affiliated with another school or agency	3	2	1	6
L - person within your school or agency	4	3		7
M - other source of information (Please specify)_____ _____	4**	1+		5
No Answer		1	1	2

**1-Field Testing
**1-Recommended by a teacher who had used it.
**1-Had used BOLaR in migrant program when respondent joined bilingual program.
**1-Advisors to textbook committee of Texas

*1 respondent made two replies
+ "Only one we knew about."

E-product demonstration at workshop (N=4), F-visit to school in which materials are used (N=4). and L-person within your school or agency (N=4) were rated as most influential by Texas respondents. I-SEDL staff member (N=4) and F-visit to school in which materials are used (N=3) were rated most influential by purchasers from California and Illinois, respectively.

Overall, F-visit to school in which materials are used (N=8) and I-SEDL staff member (N=8) were rated most influential. The separation between these and the next several information sources is by such a small number, however, that the final ranking itself provides the clearest picture of respondent opinion. Generally it could be stated that those information sources which were associated with personal contact or actual use and/or demonstration of the materials (D, E. F, G, I, J, K, L, M) were deemed more influential than more formal, impersonal, professional routes (A, C, H, B). Final rankings of the information sources with respect to their influence on the decision to buy materials are as follows:

Information Source	N
F - visit to school in which materials are used	8
I - SEDL staff member	8
E - product demonstration at workshop	7
L - person within your school or agency	7
K - person affiliated with school or agency	6
G - state or federal education agency personnel	5
M - other source of information	5
D - product exhibit at convention or conference	4
J - consultant to your school or agency	4
A - professional journal, newsletter or other periodical	1
C - receipt of mailed brochure	1
H - college or university class	1
B - educational product catalogue or clearinghouse	0

4. Degree of involvement in the decision to purchase the SEDL bilingual materials.

Respondents were given four alternatives by which they could indicate their involvement in the decision to purchase the SEDL bilingual materials. These alternatives and their associated responses are given in the following table.

DECISION PROCESS ALTERNATIVES	Texas	California	Illinois	Total
A. It was my decision to purchase the materials.	7	4	3	14
B. I participated in a group decision to purchase the materials.	16	5	3	24
C. I provided a recommendation regarding the purchase, but the final decision was made by someone else.	5	3	1	9
D. I did not participate in the decision to purchase the materials.	5	2	2	9
No Answer		1		1

Totals for the group as a whole correspond to those for each state: participation in group decisions to purchase the materials was reported most often (N=24). Since most of the respondents were either school principals or program directors, many (14) reported that they were the sole decision-makers regarding the purchase. Provision of a recommendation and nonparticipation in the decision-making process occurred least and with approximately the same frequency.

5. Others who participated in the decision to purchase SEDL bilingual instructional materials.

Those respondents who indicated that they were not the sole decision-makers regarding the purchase of the SEDL materials were asked to identify one or two others who participated in the decision-making process. These people were identified by job title and the resulting tally is given below.

Position	Texas	California	Illinois	Total
Board of Trustees member	1			1
District Superintendent	3	2		5
Assistant District Superintendent	1			1
Assistant Superintendent-Curriculum			1	1
Federal Programs Director	3	1		4
Title VII Director		2		2
Follow Through/Headstart Director	2	1		3
Bilingual Program Director/Coordinator	3		4	7
Elementary Education Director		1		1
Media Director	1			1
School Prinicpal	5	1	2	8
Bilingual/Spanish Reading Specialist	1	1		2
Curriculum Director/Specialist/Writer/Consultant	5			5
Supervisor/Team leader/Teacher Consultant	4	1		5
Teacher(s)	7	2	4	13

Teachers (N=7), curriculum staff (N=5), and school principals (N=5) were more often listed as others participating in the decision-making process in Texas. In California, district superintendents (N=2), Title VII Directors (N=2), and teachers (N=2) were most often included. Illinois purchasers more often reported bilingual program directors/coordinators (N=4) and teachers (N=4) involved in the decision to buy the materials. Texas had the widest range of personnel involved (Texas-12 position titles, California-9, Illinois-4). Illinois, however, averaged the most individuals involved in the decision-making process (Illinois-1.22 persons involved in the decision-making process, Texas-1.09, California-.80).

For the total sample, teachers (N=13) were most often named as participants in the decision-making process. School principals (N=8) and bilingual program directors/coordinators (N=7) were listed next in participation frequency. It could generally be concluded, therefore, that most group decisions involved some combination of these three types of personnel. In considering this listing of decision-makers, however, it must be remembered that the respondents generally did not include themselves and they were primarily bilingual program directors and elementary school principals; so, the relative rankings of participation for these three groups may be inaccurate. District superintendents (5), curriculum staff (N=5), and supervisory staff (N=5) also played a consistent role in the decision-making process. As an overview, final rankings by position for the total sample are now listed.

Position	N
Teachers	13
School Principals	8
Bilingual Program Directors/Coordinators	7
District Superintendent	5
Curriculum Directors/Specialist/Writer/Consultant	5
Supervisor/Team Leader/Teacher Consultant	5

Position	N
Federal Programs Director	4
Follow Through/Headstart Director	3
Title VII Director	2
Bilingual/Spanish Reading Specialist	2
Board of Trustees Member	1
Assistant District Superintendent	1
Assistant Superintendent-Curriculum	1
Elementary Education Director	1
Media Directo	1

6. Availability for further survey information gathering assistance.

Purchasers were asked if they would agree to provide additional assistance to SEDL by responding to several other questions via a short telephone conversation. Fifty-eight percent of the respondents (20-Texas, 7-California, 6-Illinois, 33-Total) replied that they would be willing to provide such assistance and indicated how they could most conveniently be contacted.

7. Current use of the purchased SEDL materials in the classroom.

To the question, "Are you currently using the purchased SEDL materials in the classroom?" 52 respondents (92%) replied "yes and five replied "no." Three of those responding "no" indicated that the materials were just arriving for use in the Fall of 1976 and had not yet been implemented in the classroom. Another such respondent noted that the materials were "purchased as a general information to see how we might develop a similar item for grades 4-8." The last respondent stated, "I used the SEDL curriculum with the kindergarteners and it worked well--steps easy to follow. Except--I didn't have the equipment to do a lot of the activities asked for--substitutions were done a lot."

Those with affirmative answers were asked to indicate the materials used, grade level, and number of classes using the material. Results are tabulated on the next page.

GRADE LEVEL AND MATERIAL USED	# RESPONDENTS INDICATING MATL. USE/# CLASSES USING MATERIAL			
	TEXAS	CALIFORNIA	ILLINOIS	TOTAL
Pre-school(3-4 yr. olds)				
Early Childhood I	5/31	1/1	3/3	9/35
Early Childhood II	7/37		3/3	10/40
Early Childhood III	8/31		1/1	9/32
Kindergarten				
Early Childhood II	2/12			2/12
Early Childhood III			3/3	3/3
Bilingual Kindergarten	16/72	6/24	3/4	25/100
Oral Language	1/1	1/28		2/29
Math Program		1/28		1/28
1st Grade				
Bolar	13/81	1/2		14/83
Lang. Dev. & Reading	1/5	1/2		2/7
Social Education	2/7	3/12		5/19
Bilingual Kindergarten	1/1	1/1		2/2
Oral Lang.-Expresión Oral	2/44	1/3		3/47
Follow Through Adaptations		1/2		1/2
Reading Series	1/2			1/2
Spanish Reading		1/3		1/3
Normas Sociales		1/3		1/3
Oral & Reading (Spanish)		2/8		2/8
Basic Skills		1/7		1/7
2nd Grade				
Bolar	12/66	1/2		13/68
Expresión Oral	2/44	1/3		3/47
Social Education	2/7	3/11		5/18
Lang. Dev. & Reading	1/5	1/2		2/7
Reading Series	1/2			1/2
Follow Through Adaptations		1/2		1/2
Spanish Reading		1/3		1/3
Normas Sociales		1/3		1/3
Oral & Reading (Spanish)		2/7		2/7
Basic Skills		1/6		1/6
3rd Grade				
Bolar	4/32	1/2		5/34
Lang. Dev. & Reading	1/5	1/2		2/7
Social Education	1/5	3/11		4/16
Follow Through Adaptations		1/2		1/2
Spanish Reading		1/3		1/3
Normas Sociales		1/3		1/3
Oral Language		1/3		1/3
Oral Language & Reading (Spn.)		2/7		2/7
Basic Skills		1/6		1/6
Other				
Grades K-6 Eng. matls. used by ESL aides in pull-out program.		1		
Grades K-6 Oral lang/Dev., Lectures, Readers, written expression		1/14		
Grades K-4 In coord. w/other matls. for non. Engl. & limited Ss		1/10		
Grades 1-6 SEDL matls. used as migrant resource.	1			
Grade 1 Lectura y Escrita 1 & 2, Expresión Oral 1 & 2; Lectura a Base de Experiencias; Lectura y Escritura Cuaderno 2; Composition Oral y Escrita	1/1			
Grade 1-2/ Comb. Readers, Work Books, Manuals	1/1			
SEDL matls. used in 15 classes. Chicago Public Schools			1/15	
SEDL matls. used as supplementary		1		
Early Childhood I, II, III			1	
NO ANSWER	5	1	1	7

Texans reported using the materials in all grades, preschool through six. (One site reported using the materials kindergarten through sixth grade as a resource for migrant students). The materials were generally used as prescribed for each grade level and used as an entire program. For example, Early Childhood materials were used in preschool settings, Bilingual Kindergarten was used in kindergarten, and BOLaR in first, second, and third grades. California also reported using materials in preschool through sixth grade. (One site reported ESL aides using SEDL English materials in a program for kindergarten through grade 6). Although most reported using the appropriate materials as an entire program at each grade level, a wider variety of materials was listed. Apparently in several cases selected materials are used consistently. Also, some respondents are involved in the SEDL sponsored Follow Through program, which has had access to a wider range of materials than other organizations. Illinois respondents reported using SEDL materials in preschool and kindergarten only and as entire programs at the appropriate level.

For the sample as a whole, materials were generally used at the appropriate level and as entire programs. Materials were used predominantly at the lower grades, particularly kindergarten and the first grade.

8. General Comments Regarding the Purchase of SEDL materials.

When given the opportunity to make further general comment regarding the purchase of SEDL materials, 33 (58%) had no reply. Of the 24 who did reply, 11 gave general information about their purchasing process or current situation, 11 made spontaneous positive remarks about the materials (sometimes combined with constructive suggestions), and two comments were critical. Verbatim transcriptions of these statements are attached.

SUMMARY

In May 1976, 165 identified purchasers of SEDL bilingual instructional materials from South Texas (Zip Codes 787--), California, and Illinois were sent an eight-item survey designed to elicit information regarding several aspects of the dissemination process. These aspects included (1) Information Sources contacted: initial, other, and most influential (items 1-3); (2) the decision-making process: the respondent's role in making the decision to purchase the materials and the role of others in that decision (items 4-5); (3) further availability to discuss the materials and their purchase (item 6); (4) current use of the materials (item 7); and (5) general comments regarding the purchase (item 8). Fifty-seven replies were received which could be included in the analysis: 33 from Texas, 15 from California, and nine from Illinois.

Those Information Sources most used in each category (initial, other, most influential) involved personal communication and use and/or demonstration of the materials rather than more formal, impersonal, professional channels. The decision-making process was most often a group process; however, since the majority of the respondents were bilingual program coordinators or school principals, several reported that the decision to purchase the materials was solely theirs. Twenty-three replied they would be willing

to answer further questions about the purchase of the SEDL materials via a short telephone conversation. All but five reported current use of the materials. Three of those not currently using the materials had ordered them for the coming school year, one had ordered them as a sample, and one did not have the equipment to continue use of the program without making many substitutions. Those who were using the materials were generally using complete programs at the appropriate grade levels. There was a range of material uses, however, and many seemed to use selected portions only. The materials were primarily used at the kindergarten and first grade level, even though use was reported in preschool through sixth grade. General comments included 11 remarks about the purchasing process or current situation, 11 positive statements about the materials (some of which included constructive suggestions), and two basically critical statements. A copy of the survey form, its accompanying cover letter, and verbatim transcriptions of the respondents' general comments are attached.

CONCLUSIONS AND RECOMMENDATIONS

1. Adopters most often obtain initial information about new instructional products from personal information sources--professional colleagues, consultants, SEDL personnel, demonstrations and exhibits. Few respondents first learned of the products from impersonal sources--journal articles, brochures, catalogues. Word-of-mouth and product visibility are vital in creating initial product awareness among potential adopters.

2. Few purchasers based their adoption-decision on the single initial product information source. Multiple information sources, generally external to the respondent's school, were consulted. Personal information sources and direct observation were most frequently mentioned, but almost one-fifth gained additional product information from documentary sources. Most adopters verify what they have learned about the products by checking other information sources prior to deciding to purchase.

3. Observation of the products in use in demonstration settings and personal communication with SEDL personnel were reported as the most influential factors in deciding to adopt materials. Providing means for product observation and direct contact with Lab staff members is very important in finalizing the decision to purchase.

4. Decisions to adopt curriculum products are most often group decisions. Dissemination efforts should be directed toward multiple audiences. Classroom teachers and school principals are most frequently consulted. When a single individual made the adoption-decision, it was most often a bilingual program director.

ATTACHMENTS

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701 · 512/476-6861

May 7, 1976

Under a grant from the National Institute of Education, the Southwest Educational Development Laboratory (SEDL), developers of bilingual (Spanish-English) instructional materials for preschool and early elementary pupils, is investigating the dissemination of information about those products. These materials include the Bilingual Early Childhood Program, the Bilingual Kindergarten Program, and the Bilingual Oral Language and Reading Program.

It has been determined that users of SEDL bilingual curriculum products have obtained information regarding the availability and usefulness of the materials from a number of sources. The objective of this survey is to determine which information sources are most frequently used by educators to obtain knowledge about new instructional products and processes.

A select sample of persons, from schools and agencies which have purchased SEDL bilingual materials, are being requested to respond to the short questionnaire which is enclosed. The information which is obtained in this survey will be used to help select the most efficient ways to communicate information to educators about new instructional products and practices.

In addition, several questions have been appended to the questionnaire to gather some follow-up information about the extent to which your school or agency has used the materials.

Your participation in this survey will be greatly appreciated. A postpaid return envelope is enclosed for your convenience. Please return the completed questionnaire by the end of May. Thank you for your assistance.

Sincerely,

John McGinty, Coordinator
Evaluation and Research Division

USE THE FOLLOWING LIST OF INFORMATION SOURCES TO RESPOND TO ITEMS 1, 2, AND 3:

Information Sources

A - professional journal, newsletter, or other periodical
B - educational product catalog or clearinghouse
C - receipt of mailed brochure
D - product exhibit at convention or conference
E - product demonstration at workshop
F - visit to school in which materials are used
G - state or federal education agency personnel
H - college or university class
I - SEDL staff member
J - consultant to your school or agency
K - person affiliated with another school or agency
L - person within your school or agency
M - other source of information (Please specify) _____

1. By circling the letter corresponding to the information sources listed above, please indicate how you first became aware of the bilingual instructional materials developed by SEDL.

   Circle one: A B C D E F G H I J K L M

2. In the same manner, indicate other information sources by which you obtained information regarding SEDL bilingual materials prior to the purchase of the materials by your school or agency.

   Circle all that are appropriate: A B C D E F G H I J K L M

3. From among the information sources indicated in your response to items 1 and 2, what single information source was most influential in the decision to purchase SEDL bilingual materials?

   Circle one: A B C D E F G H I J K L M

4. By checking one of the statements below, please indicate the degree of your involvement in the decision to purchase SEDL bilingual materials.

Check one:

_____ a. It was my decision to purchase the materials.

_____ b. I participated in a group decision to purchase the materials.

_____ c. I provided a recommendation regarding the purchase, but the final decision was made by someone else.

____ d. I did not participate in the decision to purchase the materials.

5. If your response to item 4 was "a", please skip to item 6. If your response to item 4 was "b", "c", or "d", please indicate below one or two other persons within your school district or agency who participated in the decision to purchase SEDL bilingual instructional materials.

_____ (Name)	_____ (Name)
_____ (Title)	_____ (Title)
_____ (Address)	_____ (Address)
_____ (City, State, Zip)	_____ (City, State, Zip)

6. If you would agree to provide additional assistance to this survey by responding to several other questions via a short telephone conversation, please indicate how you may most conveniently be contacted.

Telephone: _____ / _____ / _____
Area Code Telephone Number Extension

Best times to call: _____

7. Are you currently using the purchased SEDL materials in classrooms?

Yes _____ No _____

If your response was "yes", please indicate number and grade level of classroom using the material.

Grade Level	# of Classrooms	Material

If your response was "no", please elaborate in the space provided for general comments.

8. General comments regarding the purchase of SEDL materials.

_____

_____

_____

_____

_____

_____

GENERAL COMMENTS REGARDING THE PURCHASE OF SEDL MATERIALS

Texas

SEDL materials were purchased by the Bula ISD which ceased operations effective during the Summer of 1975 when the Bula ISD was annexed to the Three-Way ISD.

•Bilingual Director, Bula School District, Bula

The BOLaR and the Bilingual Kindergarten Program are state adopted by the district, thus purchasing was limited this school year. They are excellent materials, however, there is a need for revision, especially in the English Reading. I do hope the LAB continues their endeavor in the area of bilingual education and develops third, fourth, and fifth grade materials.

•Anna Maria Vega, Northside Independent School District, San Antonio

We received outstanding consultant help and orientation for our new teachers for this year from Rick West.

•Dee Carter, Instructional Coordinator, Carrizo Springs School District Bilingual Program, Carrizo Springs

The utilization of SEDL materials in our classrooms has been very effective. Lessons are well arranged and involve activities which stimulate the young child's interest.

Good major points about SEDL:

1. Lessons are developed in the child's dominant language and gradually introduce English to this. This enables the child to learn comfortably and in a positive environment, which is what a child needs.
2. The materials are appropriate for the level recommended for 4 year olds.

•Principal, Lasseter Elementary School, Falfurrias

We have really been grateful to SEDL for the donated materials we have in our center. We do not use the units in the sequence you have but we do use every one of them--thanks.

•Consuelo Rocha, Wesley 4-C Day Care Center, San Antonio

Mrs. Odilia C. Blum was the team leader last year, 1974-75. I believe this material was on the list we requested as a group and submitted by Mrs. Blum. I do not know if this order was processed through the Principal's Office or through the Bilingual Department, SAISD.

•Mrs. Kirby, Team Leader, Ben Franklin Elementary School, San Antonio

After four years of use we find that the teachers and students are very enthusiastic about the Bilingual Early Childhood materials in Pre-Kindergarten. The K teachers feel that the Bilingual K materials has "few surprises" for the students that have been through the Pre-K materials. They feel that the students are ready to branch out into other areas not covered in Bilingual K. They feel that Bilingual K is repetitious in its review of areas covered in the Pre-K.

•Crystal City School District, Crystal City

Teachers like BOLaR system but there has been one complaint about it (which I, as a director, feel is true of all programs--not just BOLaR). The complaint is that not enough exercises are provided for each skill. I have suggested that teachers combine Roll (Spanish) and Rock (English) skill books to provide the lack of skill exercises. "Rock and Roll" provide beautiful exercises.

I am also in favor of teaching all the vowels first and adding the consonants as you go along as suggested in Metado Onomatopeyico--we find children read faster and more vocabulary this way. Teachers using this system also believe this.

I also feel that the consultant services provided by Mr. Carlos Rodriguez and Suzana Rodriguez are very pertinent to school systems adopting the program. In fact, we are requesting Mr. Carlos Rodriguez for our workshop this summer and again in the fall to work with classroom teachers. This service has been of great help to our system and I recommend it to all school systems that have adopted BOLaR.

I, as a Director, learned the program through reading every manual carefully and am totally aware of its scope and sequence, but I will say that some of our teachers have not read the manuals, because they claim there are too many manuals, and of course this system was new to our teachers.

•Bilingual Director, Kingsville School District, Kingsville

Materials received under state adoption.

•Bilingual Director, Eagle Pass School District, Eagle Pass

Teachers and I are quite pleased with the materials; they appear to be carefully developed and complete.

•Bilingual Director, Elgin ISD, Elgin

Teachers in our school district are delighted with the materials.

•Bilingual Director, Lockhart School District, Lockhart

California

Since SEDL is our model sponsor we have had SEDL bilingual materials in our school from the beginning of the Follow Through Program. We began with SEDL LD&R materials, these materials are still being used. We have purchased BOLaR reading materials last year and will be purchasing others this year to replace and add to our inventory. The decision to purchase materials which are needed to replenish or add to our supply is made by the teachers in the program, the resource teacher, and the principal.

•Principal, Hammel Street School, Los Angeles

Materials are only used as supplementary, but not as a program.

•Bilingual Director, Fillmore School District, Fillmore

I did not agree with the purchase of the materials, but was only a consultant at the time and, therefore, had no "vote." This year our teachers have used the materials because we have them, but the majority rated them "poor" on the evaluation survey we just completed.

We do not plan to purchase more SEDL materials.

•Bilingual Director, Hollister School District, Hollister

We have found that the Spanish reading series does not provide enough follow-up activities, games or practice.

Kindergarten teachers are having difficulty converting the Bilingual K program. They are used to the SWRL reading program.

•Principal, Belvedere Elementary School, Los Angeles

The material (English portion) is being used by ESL aides in a pull-out program. It is used in grades K-6.

•Bilingual Director, Ventura School District, Ventura

Recent purchase--thus training is taking place for its usage (B/kit for K) in the fall.

•Leroy Hamm, Project Manager, Bil. Bic. Pgm., Title VII, South Whittier School District, Whittier

It was purchased as a general information to see how we might develop a similar item for grades 4-8.

•Bilingual Director, Rowland School District, La Puente

Illinois

I used the SEDL curriculum with the kindergarteners and it worked well--steps easy to follow. Except--I didn't have the equipment to do a lot of the activities asked for--substitutions were done a lot. (Materials not now being used).

•Bilingual Director, Hoffman School District, East Moline

Generally the lessons are very good. Some, I feel, are to simple, repeated too often. Some of the material requests are unrealistic. The pictures need to be up-dated and they would be more effective if colored. The use of the same materials for many lessons is not good--material can be lost or misplaced. I would be happy to answer any questions and to make some

constructive suggestions; otherwise your program is great.

•Corina Rios Jackson, Bilingual Program, Barbour School, Rockford

The SEDL materials are being used in 15 classrooms in the Chicago Public Schools.

•Bilingual Director, Chicago Board of Education, Chicago

I believe that these materials are very good, but perhaps could be modified in these areas--less repeated lessons; update some of the pictures and make them more colorful.

•Mrs. Victoria C. Mayer, Bilingual Coordinator, Rockford Board of Education, Rockford

Good organized plans.

•Bilingual Director, East Moline Board of Education, East Moline

The teacher who was given a workshop on the materials is no longer in the District. The new teacher uses the materials less.

•Bilingual Director, Maywood Board of Education, Maywood